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ABSTRACT

This report chronicles a workshop intended to speak to the needs of directors and instructors working in established wilderness rehabilitation programs for delinquent youth. Issues such as the formation of a professional association, the need for future conferences, and the development of reliable communication channels within the field are considered. Position papers are presented on the need for community involvement and follow-up in wilderness experience programs, the relationships created between young participants and adult instructors, the application of role theory to these relationships, and the needs for a staff training and program development, as well as evaluation methods for wilderness programs and staff. Examples of various forms and questionnaires used during the conference are included, and a listing of participants is appended. (LH)

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THE ROLE OF THE WILDERNESS EXPERIENCE IN THE TREATMENT OF THE YOUTHFUL OFFENDER: A CONFERENCE REPORT

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MARCH 4 - 6, 1977
TOUCH OF NATURE ENVIRONMENTAL CENTER
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE

"The Role of the Wilderness Experience in the Treatment of Youthful Offenders"
A Conference Report

Experiential Education Programs
Touch of Nature Environmental Center
Southern Illinois University Carbondale

March 4-6, 1977

The Role of the Wilderness Experience in the Treatment of Youthful Offenders: A Conference Report

PREFACE

The March 4-6 Conference on the Role of the Wilderness Experience in the Treatment of Youthful Offenders was organized as an outgrowth of the Experiential Education Conference held in Kingston, Ontario, October 21-23. A number of participants at the Kingston conference who are actively involved in stress challenge programming for delinquent youth felt a lack of representation in their specialized area. Consequently, Mike Mobley from Darrow Hall and Rich Weider from Project Challenge communicated with Ted Wichmann of the Underway Program through the winter months and in March, a workshop was held at Touch of Nature, Southern Illinois University. This workshop was intended primarily to fulfill the needs of directors and instructors working in established programs for delinquent youth. Workshops were scheduled to provide open discussion and idea-sharing in problem areas the workshop-planners felt were most pertinent. A forum was held to consider issues such as: Formation of an association, future conferences and formation of communication channels. The following report provides an overview of conference activities and future directions of the association tentatively named The Association for Correctional Experiential Education.

The Position Papers and especially the Conference Report are not intended to present a program model for delinquent youth.

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CONFERENCE SCHEDULE

Friday, March 4	
1:00-5:00	Registration at Camp 2 Dining Hall
	Informal Meetings
5:00	Supper
8:00	Goal Setting Session
	- identify main problem areas among various programs
	- set up an agenda of topics for discussion in special interest groups
	- agree upon the main task of the conference for discussion in the Forum
9:30	Social
Saturday, March 5	
8:00	Breakfast
9:00-10:30	Forum
10:45-12:00	First Special Interest Group
12:00	Lunch
1:00-2:30	Forum
	- Special Interest Groups report
	- reaffirm agenda
	- readdress main topic
2:45-4:00	Second Special Interest Group
4:00-6:30	Free Time
6:30	Supper
8:00	Forum
10:00	Social
Sunday, March 6	
8:00	Breakfast
9:00	Forum
	- group resolution/wrap up
	- evaluation

11:00	**Free Time**
12:00	Lunch
1:00	Informal Meetings, Activities and/or Departure

Special Interest Groups:

Orientation, Selection, Follow-Up

Program Processes

Program Administration/Organization and Funding

Program Evaluation

Causes, Typologies and Treatment Modalities

Staff Recruitment and Training

Forum Topic: National Alliance-Network

Pertinent Questions:

Who are we as a group?

Where are we headed?

- What are the major problems and concerns?
- What can this group do during the next year to support each other in attacking major problem areas?
- How do we keep lines of communication open?
- Possibly select a steering committee and chairperson?
- Possible preliminary planning for a major conference to involve program staffs?

CONFERENCE REPORT

SPECIAL INTEREST GROUP REPORTS

ORIENTATION, SELECTION, FOLLOW-UP

I. Definitions

A. Orientation: the preliminary sharing and shaping of expectations of staff, sponsors and students--commitment to support those expectations

B. Follow-UP:

1. Activities which transfer responsibility for continuing treatment from the field staff to the students and sponsors (parents, P.O.'s, caseworkers, other agencies).
2. Interpretation, extension and amplification of the experience
3. Transition of student to be able to positively deal with the forces in his life
4. Field staff must be available during this time

II. Prior to the Wilderness Experience

A. Concerns Regarding the Youth

1. give student power to effect his experience
2. design program to fit individual needs
3. establish mutually, behavioral goals for student
4. establish rewards for after course
5. give student safe environment in which to change

B. Concerns Regarding Agency

1. describe program realistically to sponsors
2. deal with agencies which are willing to support changes in students

III. Follow-Up Concerns

A. Inform student that reality (i.e. unchanged situation) awaits his return; reinforce his ability to maintain his personal change

B. Make realistic commitments (promises) to student

C. Be honest with student about his responsibilities after experience

IV. Problems

A. Macho-motivation in minorities
B. Value focus: materialism of youth's community
C. Peer values and culture's failure scripts
D. Sponsor's values
   1. expect failure
   2. don't see value of wilderness experience
   3. no support of positive results
E. Sponsors need to be educated
   1. safety of wilderness
   2. value of non-reactive environment
   3. problem solving and sharing in dealing with students
   4. designing activities in which sponsors participate
F. Minimize intermediary contacts. Deal directly with youth.
G. Minority staff: tend to be misfits from normal minority cultural values development

PROGRAM PROCESSES

I. Equipment

A. Mike Mobley will circulate a questionnaire and compile a summary of types, brands and ratings of equipment
B. Means of Maintaining Gear
   1. youth pay for gear with cash or through work
   2. instructor is responsible as well as youth
   3. gear is a group responsibility
   4. Project D.A.R.E.'s "Welcome Walk:"
      youth are given poor and minimal equipment their first night to develop an appreciation for good gear. Throughout the course, lost and abused good gear is replaced with poor gear.

II Safety--Mandatory Procedures
A. Safety Standards established and followed
B. Course Plans used which include evacuation routes
C. Staff training covering safety and emergency procedures
D. Ropes course safety checks
E. Accident reports and reviews

III. Additional Considerations

A. National certification seems iminent
B. Accountability and liability: one in the same
C. Sample safety policy available from Jan Williams, COBS

PROGRAM ADMINISTRATION/ORGANIZATION

I. Insurance

A. Participant

Company	Cost	Maximum Coverage	Deductible
1. St. Paul Insurance	25¢/day	$2500	none
2. Mutual of Omaha	75¢/week	$3000	none
3. Continental Casualty	75¢/week	$2500	-
4. Nationwide Insurance	70¢/day	$1000	$50
5. Rhulen Agency, Inc. (NY)	25¢/day	-	-

B. Instructor
   1. Liability
   2. Workmen's Compensation
   3. Sickness

II. Program Communications

A. Definition of Roles in Environmental Stress-Challenge Programs
   1. A person who is responsible for the direction of the program, the day-to-day operation of the program; an orchestrator (conducting the whole program).
   2. A person who is responsible for operating the components of the program on a day-to-day basis
   3. A person who is responsible for working with the process while dealing with the clients.
   4. A person who is responsible for supporting the day-to day program operations.
   5. A person who is responsible for office management.

B. Types of Communication
   1. Debriefing courses
   2. Pre-course briefing
   3. In-service staff training
   4. Staff meetings
   5. Open communication (feedback) policy

EVALUATION

I. Goals of Programs

A. Improve Self-Concept (self-esteem)
B. Growth Momentum (self-development, positive motivation, consistency curiosity, competency, positive model behavior)
C. Responsibility (self-control, reality orientation, trust. response to authority, reciprocity)
D. Social Skills (trust, compassion, communication, enjoyment, cooperation)
E. Problem Solving Skills (goal setting, initiative, resource utilization)

II. Why Stress-Challenge Programs Work

A. Quality Staff (apprenticeship, effective staff training, staff commitment, philosophical consistency of approach)
B. Program Activities (success experience, service, hardships, setting, physical challenge, long-term outlet, job opportunities)
C. Effective Programming (peer influence, safety, impulsive, flexibility, reward, nature of experience, management, effective orientation, participant involvement, effective group development)

III. Problems Programs Face

A. Inconsistency of Home Environment and Program Environment (family, peers, economic situation, problems in transfer, social interaction, home setting, lack of job, reputation, frustration, lack of understanding)
B. Lack of Support at Home (lack of support in community, lack of support in school, lack of understanding, alienation of society, public relations, frustration, social interaction)
C. Poor Aftercare/follow-Up
D. Ineffective Program (screening, staff, no program follow-up, unrealistic goals, geographic distance)

CAUSES, TYPOLOGIES AND TREATMENT MODALITIES

I. Treatment Modalities

A. Transactional Analysis
B. Group Therapy
C. Positive Peer Culture
D. Reality Therapy
E. Family Therapy

II. How Does Instructor Relate

A. Involvement
B. Commitment
C. Honesty
D. Willingness to Confront and Be Confronted

III. References

A. Wilderness Road, C. Loughmiller
B. People Making, Virginia Satir
C. Families of the Slums
D. Reader in Family Therapy
E. Principles of Gestalt Family Therapy, Kempler
F. Scripts People Live, Claude Steiner
G. The Other 23 Hours, Trieschman, Wittaker, Brendtro
H. Script Checklist, McCormack
I. Transactional Analysis, Stanley Woolens

STAFF RECRUITMENT/TRAINING

I. Premises

A. Front line staff are critical to the efficacy of "magic" of a program. The safety and dynamics of a course depend on the quality of front line staff.
B. Good front line staff are not a surplus item.
C. The turn-over rate of front line staff is high.

II. Recruitment

A. Potential "pools" for staff: college outdoor programs, group home leaders, some outdoor programs (OB)
B. Programs can trade or refer staff to each others' programs.
C. Interns can be developed into a viable source of staff. Interns can be liabilities in the short run. They should not be used to do the majority of staffing--safety and training consideration suggest that they be used to supplement a competent staff.
D. Standard referral forms need to be established in order to facilitate the interchange of staff.

III. Sustaining

A. Each program has an obligation to train staff and ascertain that the staff are well-prepared for the responsibilities that their roles demand.
B. Front line instructors can be sustained by providing: 1) year round employment; 2) lots of time off; 3) offering a variety in work; 4) being sensitive to individual needs while on a course; 5) providing non-program oriented enriching experiences during staff training.

IV. Other Thoughts

A. Co-ed staff are important for role modeling
B. Discussion on the use of co-leaders versus one chief instructor
C. Discussion of all women courses inconclusive. Most did agree that all female crews need at least one sensitive male staff person.

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FORUM REPORT

I. Identity Statement: Who Are We

We are a group of people and programs that work with "problem youth" with the hope of changing them. Our informal loose affiliation is functionally defined by our commonality in the following four areas:

A. Education Assumptions:

1. Programs have the ability to reeducate students
2. Students have the ability to transfer learning experiences
3. Learning by doing is effective education
4. The outdoors is a non-reactive environment and is conducive to our processes
5. Teaching where there is immediate need is effective

B. Program Goals:

1. To run a safe and effective course
2. To provide success-oriented experiences
3. To provide stimulating experiences
4. To be adaptable to client needs once they are in the program
5. To teach basic outdoor recreational skills
6. To expose youth to alternatives for leisure-time activities
7. To impart a concern for environmental issues
8. To aid in the establishment of realistic goals for the youth's return to a community setting
9. To cause participant to look at authority differently
10. To aid a participant in assuming individual responsibility
11. To increase a participant's: self-concept/self-image; problem solving skills; leadership ability; volition/conation

C. Tools:

1. Small groups
2. The outdoors
3. Understandable, structured stress
4. Stimulating experiences
5. Tasks presented in an incremental manner
6. Twenty-four a day experience--the whole person for the whole time
7. Wylers

D. Common Problems:

1. On-going survival of the program
2. Safe and quality program maintenance
3. Acquiring and training staff
4. Long-range planning: individual programs; national movement
5. Integration and follow-up activities

II. Needs

A. Support
B. Change Process
C. Legitimization
D. Standards

III. Means of Meeting Needs

A. National Affiliation
B. Conference
   1. Subdivision within the Experiential Education Conference at Monterey
   2. Independent conference
C. Steering Committee to facilitate on-going communication and conclusions as to meeting needs:

Gordon Cardwell, Project D.A.R.E.
John Castle, Michigan Expeditions
Jerry Golins, Colorado Outward Bound School
Vic Hines, Crockett State School
Kenneth Houston, Discovery One
Steve Leger, Project SOAR
Beth McCabe, Connecticut Wilderness School
Mike Mobley, Darrow Hall
Bill Ressler, La Casa Program
Benjy Simpson, Encounter Four
Ted Wichmann, Underway

POSITION PAPERS

COMMUNITY INVOLVEMENT AND FOLLOW-UP

CONTINUING PERSONALITY DEVELOPMENT EXPERIENCES FOR PROBLEM YOUTH

By Kenneth E. Houston

Wilderness experiences have been used as an effective method of combating delinquency. However, without effective follow-up such programs have reported a signigicant amount of recidivism.

This is perhaps due to the lack of support from family and friends not familiar with the personal strengths (survival kits) developed during a wilderness experience. Youth who do not receive sufficient support are likely to revert to the negative and possibly destructive behavior indigenous to their street life. This condition is highly probable since most of their life is composed of positively reinforced behavior which is inappropriate to the general or dominant society.

As a remedy to this condition, supervised experiences which enable youth to exercise newly acquired personality strengths that contribute to actualizing their human potential are recommended.

Such experiences may include the following:

1. Group Processing

   A. Personal Goal Sessions
      Upon arrival to the city, the younsters' experiences should continue quantitatively with personal growth sessions focused on conceptually analyzing their home life and neighborhood. (Often these sessions suggest that some individuals are the victims of intensely disruptive home life. These cases should be referred to a social worker or staff member doing case work within the same program.) Since most of the sessions will take place indoors, efforts whould be made to utilize exercises which keep the group somewhat physically active and/or employ modes of expression closely related to their immediate milieu.
      Many of the younsters have not established long term goals. Moreover, they have no concept of goal. At this point, it is more important for them to consider the meaning and possible dimensions of various goals. Hence, the personal growth session will do well to include functions which:

      a. encourage youngsters to look at the future and examine where they fit within it
      b. look at one's own behavior and see where personal belief is expressed in actions
      c. figure out what obstacles must be overcome in striving for one's goals, and identify positive influences
      d. determine their interest in the meaning of truth and options of religious convictions
      e. throughout to determine realistically whether one's goals and behavior are consistent

B. Personal Growth Experiences

A supportive and critical community consisting of peers and staff enables the students to test and refine personal values, consequently becoming more openly aware of those feelings and attitudes motivated by their wants as well as needs. Furthermore, the students become more aware of reality as it exists outside of themself, instead of seeing through personal prejudices.

a. Values Clarification
b. Youth Leadership Workshops
c. Communications Workshops
d. Gross Cultural Impact Seminars

3. Community Service

This is an effort to enhance the students' concept of community beyond that established during the wilderness experience. Students may be paid to work in community centers. Hopefully, they will begin to experience positive feelings about themselves as they perceive themselves as contributors to community growth.

A. Weekly tutoring sessions
B. Toy Collection
C. Fund Raising Events
   Ski Party
   Walkathon
   Car Wash
   Skating Party

4. Experience in Program Planning and Implementation

Students may conduct activities requiring planning and organization. The process of defining and ordering conditions to be satisfied enables students to develop systematic styles of negotiating both immediate and long range situations. Hence, students begin to develop an analytical approach to problem solving, patience in the face of seemingly complex problems, and a dynamic appreciation of their potential.

5. Opportunities

Opportunities seek to broaden the participant's goal through expanding the cultural and intellectual perspective of the students and staff. This may be accomplished through attending live musical performances, group dynamics, workshops and social service seminars.

THE WILDERNESS SCHOOL

FOLLOW-UP

By Beth McCabe

The Wilderness School since its inception has stressed the need for an effective follow-up in order for the program to achieve a long-lasting impact on students.

Follow-Up Preparation

This preparation includes participation of the agency staff in a short course, and orientation of the student to view the course as a step to the follow-up as contained in the contract.

Drafting the Contract

Wilderness School contracts must be meaningful to the student, explicit as to service, and deal at a minimum with job placements, alternative living situations (if needed), personal counseling, and re-entry into the educational system. Students are required to write the contract as much as possible and to make commitments to specific programs in addition to meeting goals such as stopping abuse of drugs or maintaining a certain grade point average.

A number of other activities have been started or continued by agencies for the benefit of Wilderness School graduates. Agencies have placed graduates in leadership positions in counseling programs, in arts and crafts programs, and in programs which introduce the Wilderness School experience to the general public. Agencies have hosted and provided support and transportation for Wilderness School sponsored events such as parent nights, alumni reunions, short courses, and get-togethers. In addition, agencies have assisted alumni by helping to defray the costs of personal items and transportation to scholarship programs sponsored by the Wilderness School on a year-round basis. Meeting with Wilderness School graduates as a group can also be an effective support group by helping them deal with problems relate experiences to present occupations, and share a common experience.

The contract should contain overall goals to be achieved by the student. These goals may relate to personal aims such as becoming self-sufficient, more dependable, better able to relate to others, and so on. In such cases it should contain the specific objectives for obtaining these goals, such as a job, school tutoring, personal or family counseling, re-entry into education process, reduction of drug use, etc. The objectives portion of the contract should be <u>specific</u> as to times and dates, and is subject to renegotiation at any time felt appropriate by the agency or student. Thus where the contract provides for a job for the student upon completion of the course it should contain the date the job will begin and how long it will last. Similarly provisions for counseling should contain the beginning date, times, and approximate length of the relationship.

The contract, to be effective, must provide for the student's needs defined by the student rather than contain a statement of continuation of services being provided. The number of students from each agency will be limited to the number for which the agency can provide an effectively structured contract. It is important that the students see the contract as their commitment but also understand that the Wilderness School and the agency staff is making a commitment to them in forms of guidance, support, ans services.

Follow-Up During The Course

During the actual wilderness challenge the School involves the course instructors in the process of channeling students toward the follow-up. Each instructor is given a personal history and follow-up contract on each student prior to the beginning of the course. Upon arrival at the basecamp, the student interviews with each instructor, which affords an opportunity to learn why the student came to the course and to discuss the follow-up commitment. During the twenty-day course, instructors use the follow-up contract goals as reference points for students to facilitate the generalization of success experiences from the course to the follow-up. Prior to the end of the course, the student engages in a personal interview with the instructors in which achievements are discussed in relationship to the follow-up contract. On the final day of the course, instructors meet with the agency personnel who pick up the student and discuss the student's course experience as well as the need for a strong follow-up commitment on the agency's part. Thereafter, the instructor's detailed evaluation of each student and critique of the follow-up contract is mailed to the referring agency.

Follow-Up After The Course -- Agency Participation

The agency's commitment to the follow-up should be spelled out in the contract. It is expected that this will be a facilitating and supportive role of not only providing the job, counseling, education program, or living situation, but also of helping the student to relate the Wilderness experience to his or her life, and aiding whereever possible the student's participation in the follow-up activities provided by the Wilderness School. The agency should be willing to make this commitment to graduates for the year following the wilderness experience.

The Wilderness School will, during the year following the course, ask that the agency evaluate the student's performance on the contract on a quarterly basis. It is hoped that the agency-student relationship will be one which will facilitate a re-negotiation of the terms on the contract should this prove necessary. The student's performance on the contract is judged in the same way as performance on the course--success is trying, and failure is not trying.

Wilderness School Participation

The goals of the Wilderness School portion of the follow-up are to provide the graduate of the summer program with opportunities for revitalization and renewal of the learning experiences associated with the summer wilderness challenge experience. The School seeks to monitor the progress of agency efforts to meet the follow-up contracts on each student and to provide special assistance to the student and the agency in the form of consultation services, mediation, and as the student's counselor, advocate, and friend.

Parent Night and Alumni Reunions

Perhaps the most effective follow-up activity is the parent-night program in which graduates of the School organize and present a program on their experiences with the summer program to parents, community leaders, and friends. Each year the School hires a former student as a photographer to take slides of all the students participating in the summer program, and these slides provide the focus for graduates as they narrate the experiences of the wilderness challenge for guests. During the year, the staff of the School meet with these student groups on several different occasions in order to talk about progress made on contract commitments, to see each other, and organize special outdoor recreation or community related projects. A major reunion, involving all former graduates of the program, agency staff, and invited guests, is held each year in the fall, usually after the parent night students for an information-sharing session in which original crews are reconstituted, graduates share experiences about follow-up activities, and School staff present the planned program of mini-courses and leadership programs available through the School.

Short Courses and Leadership Programs

The School runs short courses for students during the fall, winter, and spring of each year. These courses involve a weekend overnight for ten to twelve students and include further instruction and participation in rock climbing, whitewater canoeing, and backpacking. During the winter months, students are offered a chance for a new challenge through cross-country skiing. Five short courses are held each fall, winter, and spring. Students are allowed to participate in the courses on the condition that they are fulfilling their contracts and are not in trouble within the community.

The School also offers special leadership courses from five to seven days in duration. This includes a contract course with Dartmouth Outward Bound Center for six-day winter mountaineering course held in the White Mountains of New Hampshire each winter, and a special fall course of hiking and climbing in the Adirondack Mountains in New York or a canoeing expedition in the Allagash River area in Maine.

Wilderness School also receives scholarship aid to standard Outward Bound courses and over graduates have attended courses at Colorado, North Carolina, Minnesota, Southwest, and Hurricane Island OB schools.

Other Activities

Other Wilderness School activities are designed to touch graduates in as many ways as possible, encouraging communication and supporting the programs of the agencies within the community. The School publishes a quarterly newsletter that consists of photographs of students, articles and poetry by students, and items of news from the staff about upcoming follow-up events. Staff maintain contact with students via personal letter and phone conversation in order to provide a regular monitor of the graduate's activities and a respected friend who can be called upon when needed. Students who attend the School are frequently in need of counsel in their personal affairs or an advocate before their family, the community, or the courts, and the School seeks to provide this service whenever needed or requested. Graduates in many communities have taken the leadership to develop alumni groups and in organizing outdoor recreation programs which the School supports through the loan of necessary equipment and expertise, and through supervision in activities involving risk. To publicize the graduates' participation in the program, local newspapers and broadcasting stations are informed of activities; photographs prepared by the School are supplied, and interviews with the participants are arranged. (Frequently a stunt such as a rappel from a building is arranged to enhance the "news value" of the publicity.) Finally, the School employs graduates of the program as workers and instructional assistants in the summer wilderness challenge program and arranges jobs for other graduates related outdoor camping programs such as those operated by Scouting and "Y" groups.

Ongoing contact with students, reinforcing the positive learning experiences of the summer program, is central to the success of the follow-up. Short courses, parent nights, reunions, leadership courses, job opportunities with the School, and other programs mentioned in this report illustrate the thrust of the School's follow-up effort. At the same time that this effort is under way, the community referring agency is being monitored by the School in order to ensure that the agency is meeting the student's need for an effective follow-up based on the contractual agreement. Frequently, the community agency's efforts are the critical link to the student's effective transfer of the learning experiences associated with the program of the School. Consequently, the School provides supportive feedback to the agency on the efforts and lends a hand to the agency by going before local community organizations to introduce the program and to request assistance and resources in support of the community agency and the student. By reaching organizations that can offer assistance, such as Junior Chambers of Commerce, School Boards, JayCees, Lions Clubs, Rotarians, and others, the School hopes to increase the agency's capacity to serve the student effectively, thereby enhancing the community agency's ability to provide positive reinforcement for the student's transfer of his or her Wilderness School experiences.

THE ROLE OF THE INSTRUCTOR IN ADAPTIVE OUTWARD BOUND PROGRAMS

By Bill Rotts

Before we can begin to consider the mechanical changes or additions required to become more effective in lowering recidivism it is important to try and understand the theory behind why we do lower recidivism. Here is where we enter that tenous maze of overlapping concepts, diversified results, and outrageous generalizations. However once we appreciate them as such to discuss them really isn't so bad. So how do programs of our nature work to lowering recidivism?

One popular theory presents the idea that programs of our nature act as a "rite-of-passage" from adolescence to manhood.[1] This theory expounds the philosophy that delinquency is sometimes merely an attempt by the individual to prove his manhood; that given a suitable alternative means of doing so his desire to participate in criminal activities will dissipate. Another theory set forth is that what we are actually doing is improving their self-concept by encouraging their personal growth.[2] We are demonstrating to them that they have the ability to meet and overcome crises, that they can, through persistence and stamina, increase their competence levels. Hopefully they'll take this new awareness to heart, will establish a behavior pattern, will subsequently apply it when they are back on the streets. I believe that both these theories are sound. The important thing to note is that the outward bound process will accomplish these basically on its' own. Any real overt manipulation or intervention significantly different from traditional Outward Bound processes is not required. The individual will accomplish these, if he wins them at all, in the middle of the high rappell as he copes with his fear and anxiety and later at camp that night as he sorts his experience out. It is basically for these reasons that I believe that the Outward Bound process, standing alone, is effective in working toward lowering recidivism. But what about those students who are not so affected by the OB process? Do we stop the treatment there and write them off as "misses"? Or do we take the process one step further?

Pushing the process further - that's where we differ from Outward Bound. What I advocate now to help become more effective, to reach more people, is more direct intervention in the process on the part of the instructor. The instructor can be a catalyst to change. However, to be such he must be more than just an experienced guide and a good listener. What is required is that

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1. See "Outward Bound and Delinquency: A Ten Year Experience," by Francis J. Kelly, a paper presented at the Conference on Experiential Education held at Estes Park, Colorado in October, 1974.

2. See An Alternative to Institutionalization of Delinquents, by Francis J. Kelly & Daniel J. Baer, a study completed for Outward Bound in 1968.

he also be a skilled manipulator. The thrust of my argument is that the instructor in a adaptive program needs to take an aggressive stance in encouraging the processes of change; that he can't maintain the traditional low-profile role and expect to become more effective.

Before I examine some of the actual techniques we've used to promote change it's important to consider two distinct elements that are present and which work to encourage the change. Those elements are the mood present within the group and the image the instructor projects. Consider first the mood.

Dr. William Unsoeld labeled one of the objectives of Outward Bound as the desire to encourage a "cosmic awareness" in the student.[3] I can't argue with the principle of the objective, I can only try to caution that one shouldn't expect too many cosmic revelations from the inmates . . . What we can hope to find and perhaps develop is a very basic self-awareness. We push them through days packed with strenuous physical activities that require concentration, determination, and perserverence. We run them through exercises designed to make them afraid, to stress them out, to push them beyond their preconceived limits. At the end of the day, if the instructor has worked hard, the student will be tired, but feeling pretty good about himself. He knows he's accomplished something. If he hasn't already gone to sleep from exhaustion you can be assured that he's in a pretty receptive mood. That's when the instructor is in the best position to continue the therapy.

Now consider the instructor for just a moment. The image he projects will determine how effective he will be in applying therapeutic techniques. I've noted pensively a tendency on the part of instructors to putting the load on the group when it comes to going through the activities. An instructor can easily walk around the Appell, or back pack separate from the group, or camp separately from the patrol and them subsequently rationalize his behavior by passing it off as "your experience." This instructor begins viewing himself as some sort of officious intermeddler. He believes that his presence somehow interferes with what happens out there. I can understand his hesitancy when it comes to decision-making. It is fundamental that the group be allowed to think for itself, given certain limitations. To interfere with that process would jeopardize the original working equation that makes OB effective. However, when the instructor completely steps away from the group by not participating in their activities and exercises he has, in effect, alienated himself. He is no longer a part of the group. He remains aloof and unreal to them. Conceivably the group could view him in another respect far worse. They may view him as a coward, afraid to practice what he teaches, unable to "pay his dues." In either event his ability to effectively communicate with them has been severely inhibited.

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3. See "The Spiritual Values In Wilderness," by Dr. William Unsoeld, a paper presented at the Conference on Experiential Education held at Estes Park, Colorado in October, 1974.

Contrast this with the instructor who takes a very active role in the group process throughout the day. At the end of the day the students have had a chance to observe him on a very intimate basis. They've watched him sweat while carrying his pack, moan as he banged his shins on the rappell, wince when he shoved his ice axe into his leg. They know he's real. They've also got something in common with him now: they share a physical bond, they have managed to make it through all those "wild" things together. The instructor has become a friend, a compatriot, and, if the instructor is truly an instructor, someone they can look up to. He has impressed them with his skills, guided them with his expertise, and has clearly demonstrated to them that he is interested in them as people.

Now consider the therapeutic role of the instructor. He has managed to ingratiate himself with the inmates more intimately and probably with higher esteem than any other caseworker or therapist has or could. He is not only their leader; he is also their equal. It is only natural that they will take him extremely seriously when he's got something to say. This is where the instructor deserts his traditional role of being a non-interventionist and assumes a heavier hand in manipulating the dynamics of the process.

One possible method of instructor intervention is what we label the "assimilative" technique. The process here is one in which the instructor relates the positive steps he has taken and obstacles he has surmounted to get where he is today. This requires the awareness that often the students look up to the instructor, viewing him as a very real symbol of success. They see him as an equal, but can't help but notice that he's succeeded and they haven't. They know that he's doing something he enjoys, they see that he has an extremely interesting job, they can't help but notice the aura of prestige that others attach to it. As a matter of fact students often begin to think that this is what they want to do when they get out - they foresee themselves as being instructors also. While this type of thinking shouldn't be openly discouraged, neither should the instructor try to encourage it. Encouraging unrealistic dillusions can only have negative effects.

The positive aspects of assimilation are very simple. First, the student has a model for improvement. Just as an architectural design is a necessary prerequisite to building a house, a model is a helpful tool to the man who wants to build on himself. Second, the assimilative technique encourages the student to take a closer look at himself. As I mentioned before, the student views the instructor as a success. The next step is to question his own self. He begins to wonder who he is a failure. Again we've opened the doors for subsequent behavior modification.

There are two pitfalls to applying this technique. The first is that the timing of this technique's application is extremely delicate. If not worked at just the right time, when the group's conversation calls for its' natural insertion, then the device will be rendered impotent. The instructor must also be extremely subtle when setting up the assimilative model. Practically speaking this technique requires very little overt manipulation. What is called for instead is more of a covert, extended process whereby the instructor provides the initial foundation and the students build upon it.

The second pitfall to be negotiated is the instructor's own personality. This technique could lend itself to a semi-sanctioned ego trip for the instructor. Beware! They'll see him coming from a mile away. Also in this same line of reasoning, the instructor shouldn't try and sell them his lifestyle. This may sound corny but it's a real problem. Most instructors are hooked on what they do and often find it hard to relate on other matters if given a choice. They sometimes have a hard time visualizing the worth of alternative lifestyles. The important consideration here is that our objective isn't to make mountain men out of the clientele; it's simply to keep them out of the joint when they get back on the streets. This calls for the realization that very few of the students will ever venture back into the woods after they have completed the course.. A more productive line of attack for the instructor to pursue might be to do just the opposite, i.e. tell them what a terrible way it is to live . . . they'll never believe him.

A second technique we've developed to encourage behavior modification is to address the student directly with suggestions as to how he can, in fact, modify his own behavior. There has always been something to be said for being straight-forward and honest. This technique surely is the epitamy of such a rationale. Incredibly it often works.

As a prologue to introduction of this technique it is essential that the student be made to own up to his previouw "wrongs." A number of the inmates we've worked with often have the idea that they don't belong in jail, that they are in on a "bum" rap. The easiest way we've found to get around this type of reasoning is to attack his ideas head-on. Under pressure the inmate will generally own up to it. He generally has difficult time fooling himself let alone other people. Once they admit that they did do something that they deserved being imprisoned for half the battle is won. The next step is to try to pin down the actual behavior that got him into trouble in the first place. Once you've discovered this it then becomes a matter of leading the conversation to possible ways the inmate can deal with that behavior problem. The inmate surprisingly enough will often have already discovered the defect and devised a cure. A simple affirmation on your part is often extremely valuable to the inmate. The knowledge that he is on the right track coming from someone he knows and respects is highly effective encouragement to him.

If he doesn't have a plan developed to deal with his problem and the instructor can make worthwhile suggestions he, by all means, should. His suggestion should be simple in nature and easy to understand. His manner should be personal and direct.

One thing the instructor should avoid in conversation is the tendency to lecture. An instructor is not a teacher when he is sitting around camp that night, he is simply another guy. His jump on the other members of the group is that the students have been listening to him all day and subsequently learning and succeeding at a lot of different things. They respect him now for what he was during the day. However the minute he starts lecturing in a field where his expertise isn't recognized they'll tune him out pretty quickly.

To the other extreme, it is equally important that the instructor not be too intimate and "buddy-buddy." Even though the inmates respected you that day there's no law that they have to at night. These fellows are generally pretty good cons, they have extremely well-developed defense mechanisms that allow them to turn relationships on and off much easier then you and I. By putting himself on too intimate a basis with the inmate he's setting himself up for just such manipulation. The inmate will have a little "fun" with the instructor by playing "games", word-games, that is, with him. They'll play with an instructor so well that often he doesn't even know he's been played with. The quickest way to protect yourself from falling for such a con is to simply be aware at all times that the inmate didn't get where he is for missing church on Sunday; that he <u>is</u> there for a reason and that you're only fooling yourself if you think you can affect a cure overnight. Keep both eyes open always, and always look for the con.

These are just a couple of the ways we've found have been effective in dealing with our inmate clientele. The intent of this paper has not been to compile a sourcebook or set of guidelines for the instructor in an adaptive program, even though it begins to appear as such at some points. I am not really even trying to sell you on the worth of the techniques I've presented to you. What I did intend, and what I hope I accomplished, was to get people excited about the prospect that the course doesn't pause for overnight intermission when everyone drops their packs for the day . . . that instead the real challenge of the day is just beginning for the instructor. I am personally of the belief that that is what adaptive programming is all about.

AFFECTIVE ROLE EXPECTATIONS FOR DELINQUENT YOUTH

By Ted Wichmann

A review of recent literature has indicated that there are presently more than 250 ongoing environmental stress-challeng' programs in the United States. These programs, often called Outward Bound adaptive programs, are based upon the innovative educational model developed by Kurt Hahn in the 1940's which proposed to induce rapid intellectual and emotional growth through impelling students to perform beyond their preconceived physical and psychological limits. At least fifty-eight of these programs accept delinquent youth as participants. For the purpose of this study the term delinquent youth has been defined as adolescents who have demonstrated a tendency to engage in conduct that is out of accord with accepted social or psychological behavior and/or the law.

The search for alternatives to the criminal justice system, combined with the demand for accountability, have precipitated recent research related to environmental stress-challenge programs for delinquent youth. Research and evaluation designs have included a variety of data collection methods, including attitudinal testing, participant observation and follow-up monitoring. The The results have been overwhelmingly favorable. The indications are that delinquents who participate in such programs have demonstrated more positive attitudes toward peers and authority, improved self-concept, a drastically reduced recidivism rate, a reduced school drop-out rate, and a very successful post-treatment adjustment in terms of academic achievement and employability. However, many researchers and experts in the field have noted the need for more research concerning the processes of environmental stress-challenge education and rehabilitation, to aid in the implementation of new programs, and to facilitate further evaluation and development of established programs.

A checklist was developed which contained items related to program data, personal and professional data of respondents, and the affective role expectations held by directors and instructors for delinquent youth. The selection of the forty affective role expectations was based upon an extensive search of related literature and a pilot survey. These items were classified a priori according to a taxonomy based upon the work of Bloom and others and adapted by the author.

A preliminary survey was administered to one hundred directors to determine which programs accepted delinquent youth. The final checklist was mailed to fifty-eight directors and ninety-two instructors. Forty-nine directors and forty-eight instructors from twenty-seven states completed and returned the checklist. With the aid of frequency counts and percentages, Guttman scalogram analysis, and Student's test analysis, data were analyzed in an attempt to determine trends and relationships.

Program data suggested that a typical program surveyed offers courses ranging in length from ten to thirty days and includes program orientation, counseling, initiative courses, outdoor skills training, emergency care training, environmental awareness, a wilderness expadition, solo, and community service. Most programs serve a population comprised mainly of white, urban males and females between the ages of thirteen and nineteen. The majority of programs accept only a small percentage of delinquent youth. However, there are some agency sponsored programs which accept only delinquent youth.

Personal and professional data indicate that a program director, typical of those surveyed, is a thirty-two year old male who has completed a master's degree with a major emphasis in education. He has received outdoor education and related skills training from a university or college, Outward Bound and the American Red Cross. He has four years experience in his present program and seven years experience in outdoor education. An instructor, typical of those surveyed, is a twenty-seven year old male who has completed a bachelor's degree with a major emphasis in education. He has received outdoor education and related skills training from Outward Bound and the American Red Cross. He has three years experience in outdoor education.

The responses of directors and instructors to the Checklist of Affective Role Expectations for Delinquent Youth were classified according to the five major categories of the Taxonomy of Affective Role Expectations. The resulting scale was analyzed according to the Guttman and Goodenough techniques of scalogram analysis. Since the data satisfied all criteria of scalability, it was concluded that the responses to the affective role expectations as categorized by the Taxonomy formed a scale that was both unidimensional and cumulative. This provided evidence that, within the confines of this study, the affective role expectations meant essentially the same thing to individual respondents, and were meaningfully classified according to a true taxonomy. This analysis established some basis for the validity of the measurement tool.

The SPSS subprogram "T-Test" for the comparison of independent sample means was utilized to compute Student's t and probability levels for testing whether or not the difference between two sample means for responses to the Checklist of Affective Role Expectations was significant for the following variables: (1) respondents' position in the program; (2) Outward Bound training of respondents; (3) respondents' length of experience in present program; (4) percentage delinquent youth; (5) age of participants; (6) length of courses; and (7) follow-up component.

It was found that there was no significant difference between mean scores of directors and instructors on each of the forty checklist items. In other words, the respondents' present positions in the program did not significantly affect their responses to any of the role expectation items. In fact, mean responses indicated a high degree of consensus between the two sets of role definers, directors and instructors, on most of the role expectations.

Directors and instructors who had indicated that they had received training from Outward Bound scored significantly lower than those with no Outward Bound training on sixteen of the forty role expectation items. Respondents with Outward Bound training scored significantly higher on only one item, "Experience environmental shock." In all, respondents with Outward Bound training scored lower on thirty-six of the forty items. There was no significant difference between the mean scores of respondents with more than three years experience in their present program and those with less than three years experience in their present program.

Directors and instructors who worked with a majority of delinquent youth scored significantly higher on Item 25, "Accept unavoidable discomfort," and significantly lower on Item 35, "Develop a more spiritual or esthetic attitude." Respondents who worked only with participants who were younger than sixteen years old scored significantly lower on the following ten role expectation items:

8. Feel free to be himself
10. Accept responsibility for own actions
12. Improve sensory awareness of environment
13. Increase capacity for persistence
21. Work or function efficiently
23. Trust other members of the group
30. Limit own detrimental impact on environment
31. Desire to serve others
32. Become more flexible in applying own values

Directors and instructors who worked only with courses less than ten days in length scored significantly lower on Item 14, "Accept himself for both weaknesses and strengths." Directors and instructors who worked in programs having a long term follow-up component scored significantly higher on Item 11, "Trust instructors."

Conclusions and Implications

The most obvious conclusion to be drawn from the program data and related descriptive statistics is that Outward Bound continues to have a profound influence on the design of most environmental stress-challenge programs which accept delinquent youth. The length of courses offered and the types of program components included are for most programs, exclusively the same as those traditionally associated with Outward Bound. Furthermore, the majority of directors and instructors in such programs have received training from Outward Bound. In spite of the fact that much of the literature suggests adaptations to the Outward Bound model in order to better serve the special needs of delinquent youth, only a few of the programs surveyed seem to have made an attempt to do so. However, there were eleven programs surveyed which varied greatly from the mold of those which were "typical." These eleven programs served primarily a male, delinquent population with a high percentage from racial minority groups. They also included components not traditionally associated with Outward Bound, including "Recruitment and Screening," "Program Orientation" and "Long Term Follow-Up." The courses in these programs also tended to be of longer duration.

Demographic data of respondents indicate that these programs have a high turn-over rate among instructors and that although most instructors have college degrees, many received no outdoor education or related skills training while in college. These data support the conclusion that few, if any, of these programs have developed to the point where they can provide a professional career for their instructors. On the other hand, the directors, in general, are older, have received more formal education directly related to their profession, and are more stable in their present position.

Based on the Guttman scalogram analyses, it was consluded that the Taxonomy of Affective Role Expectations is a valid representation of real phenomena. In other words, the affective role expectations meant essentially the same thing to individual respondents and were meaningfully classified according to a true taxonomy based on a hierarchy which does exist in objective reality. This implies that many of the expressed goals and objectives of individuals and programs in this field are not realistic. For example, although much of the program literature suggests that participation in an environmental stress-challenge program will foster a more spiritual or esthetic attitude, very few directors or instructors actually expect this to happen for the delinquent youth who participate in their programs. The implication here is that the instructional objectives of environmental stress-challenge programs for delinquent youth would be more realistically expressed if these objectives primarily concerned that behavior which was directly related to the more basic categories of the Taxonomy of Affective Role Expectations for Delinquent Youth.

Responses to the Checklist of Affective Role Expectations supports the conclusion that role consensus does exist between the two sets of role definers, directors and instructors, concerning the expected behavior and attitudes of delinquent youth who participate in their programs. This role consensus, when considered along with the hierarchy of expectations as categorized by the Taxonomy of Affective Role Expectations, provides some baseline data related to the development of an accurate definition of the role of delinquent youth in environmental stress-challenge programs. Neiman and Hughes, in a re-survey of the literature concerned with the problem of role concept, concluded that by the twentieth century psychologists began to emphasize the importance of the concept of self and the individual's attitude toward himself being determined by the expectations others held for him.[1] Since the improvement of self-concept is a major goal of all environmental stress-challenge programs, definition of role and role expectations is viewed as being essential to the understanding of the processes involved in such programs.

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[1]L. J. Neiman, and J. W. Hughes, "The Problem of the Concept of Role--A Re-survey of the Literature," Social Forces, XXX (May, 1952), pp. 140-50.

Based upon the data from the role expectations checklist and the Student's t test for the comparison of means between groups delineated on the basis of independent, professional variables, it was concluded that those instructors and directors with Outward Bound training generally indicate lower expectations for delinquent youth than those with no Outward Bound training. Generally Outward Bound school are usually placed, alone or in pairs, in groups of more highly motivated participants. Thus, people with Outward Bound experience may develop performance criteria that are based upon the more highly motivated and success-oriented Outward Bound norm. This weighted perspective could account for their lower expectations for delinquent youth.

Analyses of role expectation data based on the Student's t test for the comparison of means between groups delineated on the basis of independent, program variables, resulted in the following conclusions:

1. Respondents who worked with a majority of delinquent youth expected delinquents to "accept unavoidable discomfort" to a significantly greater extent than did respondents who worked with a minority of delinquent youth. However, respondents with a large percentage of delinquents expected them to "develop a more spiritual or esthetic attitude" to a significantly lesser extent. This seams to imply that respondents who worked with a majority of delinquent youth held more realistic perceptions of their capabilities in relation to these two role expectations.

2. Respondents who worked with older participants generally indicated higher expectations than those respondents who worked only with younger participants. The implication here is that the older and more mature participants demonstrated a higher level of affective behavior and attitudes, and thus warranted a higher level of affective role expectations from the role definers, directors and instructors.

3. Respondents who worked with longer courses expected a delinquent youth to "accept himself for both weaknesses and strengths" to a significantly greater extent than did respondents who worked only with shorter courses. This implies that the shorter courses (less than ten days) do not provide as much opportunity for a participant to explore or demonstrate a realistic understanding of his limitations.

4. Directors and instructors who worked in programs having a long term follow-up expected delinquent youth to "trust instructors" to a significantly greater extent than did respondents who worked in programs having no follow-up. This implies that a longer association between staff and youth results in a higher degree of rapport and less cynicism on both sides.

STAFF TRAINING

TOWARD THE DEVELOPMENT OF A TRAINING PROGRAM

FOR INSTRUCTORS WORKING WITH INSTITUTIONALIZED

JUVENILE DELINQUENTS IN A WILDERNESS ADVENTURE PROGRAMS

By Daniel Lowenstein

Since the time of their first inception in 1941, wilderness adventure programs (WAP), programs which offer the wilderness experience to individuals in a group-structured format, have continued to reach more numbers and types of individuals each year. Originally designed for use by cadet training in the British Merchant Marine, adaptations on the original 26 day, sea-based format have been designed for college; high school student, white-collar businessmen, inner-city unemployed, the handicapped, and many other types of people in a number of countries.

During the mid-1960's, OUTWARD BOUND, Inc., the American governing body for a group of 6 wilderness adventure schools throughout the country, began to experiment with application of the WAP to the rehabilitation of "problem" youths; those juveniles on probation, adjudicated as delinquents, and/or committed to State Institutions. (Hale, 1975) Though these types of programs numbered about two out of every 10 new WAP's in the 1960's; it now appears they account for some 6 out of 10 new programs. (Farrell, 1976). These programs vary from the short, weekend course for referrals from County Agencies, to long term, 42-day programs for institutionalized delinquents. (Hale, 1975). With well over one-hundred of such adaptive programs in operation today, it is rather surprising to find that very little has been done to try and share information regarding programs amongst the many schools throughout the country. Indeed, a report of a first-hand look at a number of juvenile delinquency programs in the eastern coast has shown that each school essentially goes through the same drawn-out, rather arduous task of learning how to operate a program in an effective manner. (Lowenstein, 1976) This lack of communication has been the basis of the "reinvention of the wheel" hundreds of times over throughout the country. Since the adoption of the wilderness adventure program format for use with juvenile delinquents necessitates some rather significant changes in student/instructor relations, programming, route planning, and the like; the process of discovering and implementing these changes via pilot programs can account for months of time and thousands of (usually tax-payer) monies.

With the gathering together of a large number of program administrators at the recent Conference of Experiential Education in Kingston, Ontario; it was found that there exists a widespread interest in sharing information regarding program implementation so as to ease the pain for those new to the field. Since most schools appear to be operating within similar frameworks; i.e., acting as "vendors" of programs for use by government agencies, it was felt that some documentation regarding the guidelines which appear to be universal to all programs was in order.

Probably one of the more vague aspects of programming in which there was interest in sharing information was that of instructor training. Most programs are staffed by instructors with extensive backgrounds in outdoor living and outdoor education. These individuals rarely come into an adaptive program with any experience in working with juvenile delinquents, however. Though many people associated with administration of WAP's would most likely agree that the typical outdoor instructor is not only highly equipped in teaching outdoor living skills, but "human relation skills' as well, it is felt that these skills alone do not ensure that the instructor is prepared to work with juvenile delinquents. The prime reason for this is that the instructors background is based upon work with more "normal" populations, and therefore is not necessarily fully transferable to work with delinquents.

Indeed, observations made upon of a few juvenile delinquent programs in the eastern U.S. show that the average new instructor goes through a rather tedious initiation into the ranks of those who work with juvenile delinquents. Many instructors look back in disbelief at their first few weeks in a juvenile delinquent program, wondering how it was possible to be so unaware of the necessary considerations which must be taken in account when working with delinquents. (Lowenstein, 1976 (a)) .

Because of the aforementioned lack of communication amongst existing programs, little has been done in trying to document some of these considerations necessary for quality instruction, along with methods for training new instructors. In light of the apparent waste of time and energy which comes as a result of each new instructor finding out on his/her own the necessary adaptations for effective work with juvenile delinquents, it is felt that an effort should be made to try and document some of the apparent "universalities" associated with work with juvenile delinquents, so as to devise an effective form of training for best preparing new staff of adaptive programs.

Training Programs for Personnel Working with Juvenile Delinquents

Since there is no literature available at present dealing with the training of outdoor instructors in interpersonal relations and group leadership skills, for use with institutionalized delinquents, let alone more 'normal' populations, it is necessary to turn to work done in the field of training for personnel in the institution setting.

In 1969, the Joint Commission on Correctional Man-Power and Training (J.C.C.M.T.) reported that staff training programs in the field of correction were virtually non-existant. This report, and others, recommended that a concerted effort be made to initiate training programs throughout the Country (Pennsylvania Crime Commission, 1969). This call for training arose primarily from observations that many personnel were inadequately trained in human re-

lation skills. (Anthony, 1973, J.C.C.M.T., 1969). It was argued that, if large amounts of monies go into correctional institutions, more should be appropriated toward effective recruitment and training of staff. (Cameron, 1973).

James D. Jargenson, working with the design of training program for volunteers in corrections; makes the following important consideration in developing a rationale for training:

> (We) cannot point to any study which would prove that volunteers that are trained perform better than those who have not been trained. A point of view which is sometimes expressed in that training may tend to destroy the humanity at the core of the transaction between the volunteer and the offender. This point of view deserves consideration. Indeed training programs can have a reverse or undesirable effect, particularly if trainers and training programs do not address the humanness of the helping process for which the volunteer is being proposed.
>
> (Jargenson, 1973; p.11)

This rationale for training programs points to the need for inputting some form of human relation skills in the training format. Others in the field have supported this notion. (Japhiris, 1970; Maloney, 1975).

In regard to training programs for personnel in human relation skills; the earliest example was found to be "Project View and Do," a program aimed at training correctional officers through the use of five films. The themes of the film series included:

1) A study of inmate personality; how to recognize, identify and deal effectively with various types of inmates

2) Dangers of the prison

3) The purpose and basic techniques of counseling

4) Instruction of proper custodial procedures and their role as aid to rehabilitation

5) Review

(Odom, 1971)

Also reported in 1971 was an account of Utah's experience in initiating, developing and conducting in-service training for statewide correctional staff. Four workshops were organized in which attendents were introduced to theory and nature of criminal behavior, skills in working with criminals, and responsibilities of jobs. (Mottomen, 1971) A similar aim of training was ini tiated for introducing volunteers to work in the Mount Crawford Prison in Wellington, England. (Cameron, 1973) A pilot-demonstration project focused upon training in community resource utilization, case management skills and techniques, etc., was carried out in 1974 by the Kentucky Mental Health

Manpower Commission (Kentucky, 1974). The 80-hour program used textbooks, visual aids and videotape sessions.

A human relations program for non-professional personnel in the correctional setting was carried out of the Atlanta Penitentiary in Georgia (Day, 1972). A two part program dealing with relationship akills training and behavior dynamics was designed to help prepare prison staff in dealing with inmates in ways that might promote rehabilitation. Skills training focused upon the ability to discriminate between good and poor helping responses and the ability to communicate helpful responses. The behavior seminar was designed to acquaint staff with the personality dynamics of the prisoner and with the nature of the offenders maladjustment to the broader culture.

One "training manual" was identified in the survey of literature, though it could not be found whether it was considered effective in application. A Training Manual for Guided Group Interaction, (1973) is an in-depth review of the nature and application of GGI, including descriptions of particular techniques and exercises which can be used in a GGI program. Developed as part of a research-demonstration project aimed at curling drug abuse in Pennsylvania, the manual is also accompanied by a training tape of examples of GGI sessions.

A number of other programs reported in recent years have focused more upon the use of group training for correctional staff. Ackerman (1972) reports on the use of a training group in a women's prison for teaching staff about the complex roles of nurse, surrogate mother, counselor, confidantes and enforcement, and ways of effectively integrating these roles. Transactional Analysis groups were used as training for all of the staff at the O.H. School for Boys in Stockton, California, and it was reported that the program did much to help the staff in working with delinquents (Frazier, 1973).

Research Related to Training Programs

Only a few examples of research related to training programs for personnel involved in corrections were located in the survey of literature.

Shapiro (1971) studied the effects at biweekly T-group training upon female supervision of an institution for juvenile offenders. The T-group sessions were described as:

> Oriented toward feelings and to here-and-now issues - i.e., members were encouraged to discuss what was happening in the group, between members at that particular time, and to discuss their feelings about their matters. No special programs or nonverbal exercises were added to these 'discussion' sessions. (Shapiro, 1971; p. 716)

Results of a treatment/control group design experiment showed that supervisors with treatment showed significant increases in positive self-description and increase of positive descriptions of supervisors by residents in the institutions.

Katsamper (1975) studied the effects of two 2-hour classes for correctional officers which provided exposure to decision-making training involving group discussions. Through the use of participant observation, a number of hypotheses were confirmed, among them:

1) Officers attitudes will change as a result of training

2) Officers will display a unique knowledge of human behavior due to their corrections experience.

3) Officers can design training materials for peers.

Maloney et. al. (1975) carried out a rather interesting and rigorous experiment aimed at assessing the relative effectiveness of commonly used staff training techniques - instructions, feedback and modeling. His research design involved the use of behavior observation of three pairs of group home counselors. Very specific behaviors, such as smiles, negative and positive verbalizations, etc. were measured on a baseline/treatment basis. Results showed that training through the giving of instructions on appropriate behavior, and feedback while carrying out work within the group home, was not as affective as the model-imitation process, in which the counselors undergoing the treatment were able to watch a role model in action. The authors conslude that it is desirable to use combinations of training techniques, and that in-service training is most likely necessary to maintain appropriate behaviors. Allen (1970) also cited the positive value of observation of role models as an affective mode of training for potential leaders in the delinquent group therapy setting.

The Relationship Between Counselor and Delinquent Groups

It appears to be a rather well established fact that the relationship between the counselor and delinquent is, indeed, a critical one (Carkhuff, 1967; Bates, 1972) A group leader's capability in using actual group techniques, and, even more, his/her "humanness" and self/group awareness skills, are all important in the extent of success to be achieved in group therapy (Bates, 1972). Interviews with individuals associated in group work with delinquents, in both institutions and in wilderness adventure programs, appear to show that there is a widespread belief that the effective counselor/instructor is one who: 1) fosters trust and respect by the members of the delinquent group, and 2) creates a learning situation by using the group setting to make members become aware of the consequences of their actions, and tries to prepare for a transferral of this learning to the street setting. (Fenton, 1962; Lowenstein, 1976 (b))

> Treatment can scarcely move forward constructively if there is no coming to grips with value conflicts, not only in recognizing them when they occur but also in finding ways of dealing with them. This necessitates an understanding of the values operative in the lives of the delinquent on one hand, and of the therapist, on the other, as well as some clarification of goals."
>
> (Chwast, 1959; p.95)

He goes on to point out that an awareness of the goals of a treatment program can enable the counselor to understand the relationship between differing value structures and where and how to integrate them in treatment. Thus, it may be desirable to, for example, forsake one's own values related to cigarette smoking, so as to better maintain a positively reinforcing relationship with the delinquent; a necessary prerequisite to effective therapy.

A common observation made by many administrators of WAP's for juvenile delinquents is that the easiest way for an instructor to gain trust and respect is to be honest in relating to group members and to believe in ones own capabilities (Lowenstein, 1976 (b)). Juvenile delinquents are generally able to gauge a leaders integrity quite readily, and thus one of the first steps toward fostering trust and respect is to have respect and belief in oneself. (Douglas, 1962) in order for the instructor to create a learning situation out of a group setting, some knowledge of technique in group therapy may be desirable. As mentioned earlier, such approaches as Transactional Analysis have been incorporated in Guided Group interaction, and thus are specific processes which the group leader may use.

Telly Nadler, in a very recent paper entitled Group Skills and Exercises, has identified a number of Gestalt, transactional analysis, and reality therapy exercises which he considers appropriate for use in a wilderness adventure program (Nadler, 1976). Since no research has been carried out to date regarding the effectiveness of various techniques out in the field, it is difficult to point to one method which would be best suited for therapy in the wilderness setting.

Based on observations in the field, it appears that, at this time, it may be best to allow an instructor to refine his/her own "style" for therapy. Observed styles have varied from instructors who maintain complete personal detachment from the group and allow the wilderness/isolated group setting to provide treatment effects, to those instructors who maintain extremely close, personal communication with the students and/or the group as a whole. The main drawback of the first is that it is impossible to facilitate a transferral of the learning situation to postexperience if the instructor does not intervene; even though it is easy to foster respect by the group members since there is a bit of"mystery" about the nature of the instructor. The main drawback of the latter is that it is difficult to maintain trust and respect by participants, since it can be expected that certain value conflicts, which due to the close personal relationship will be perceived by the delinquent, may serve to break down trust at times.

Very little has been written about specific techniques of gaining the trust and respect of delinquents. This is probably because many administrators in corrections feel that one of the best ways of learning the techniques is to discover them through on-the-job experience. The lack of information may also be due to the few attempts at training newcomers to corrections in these areas. Nonetheless, there is some literature pertaining to what should and should not be done in attempting to build a positive relationship with delinquent groups. R.S. Douglas (1962) suggests that the group leader should:

1) Be careful not to talk over the boys' heads

2) Not be too obvious in trying to draw boys into discussion

3) Accept expressions of complaint, even if irrational, as healthy signs, and not become irritated thereby . .

4) Never promise what he cannot fulfill.

(Douglas, 1962; p. 127)

The nature of the actual dress and talk of a counselor also has an effect on fostering trust with delinquents, as was shown in an experiment carried out by Lowe, et. al. (1974). Using a treatment/control group design it was found that those counselors dressed in more "mod" clothing and being more casual in approach were able to evoke more response from delinquents than those counselors connoting a more traditional air.

Kinsey (1969) stresses that the group leader must show tolerance, honesty, flexibility, and even love, without expecting any love in return; and be able to submerge his own value systems in considering the socially deviant behavior of his group members. In describing effective group leader "style", the Training Manual for GGI states that it is "characterized by behaviors reflecting openness, honesty, acceptance, and understanding" (GGI, A Program for Drug Abuse Prevention, 1973).

A number of other individuals in the field of counseling stress the importance of the counselor maintaining awareness of values in dealing with delinquents. Patterson (1962) argues that this awareness must be maintained, so as to be able to determine when an integration of personal values in counseling is beneficial, yet with due respect to the delinquents socio-economic background and freedom. Williamson (in McGowan, 1962) contends that values are inevitable, but that the counselor should be "aware of the risk of imposing a set of values upon a student and of this depriving him of his right to and responsibility for self-determination". (McGowan, 1962, p. 146).

Jacob Chwast, in an article entitled "Value Conflicts in Treating Delinquents," states:

It is the opinion of many in the field that the most effective approach lies somewhere in between the two extremes, dependent upon the characteristics of the group members, leaders and program goals.

Implications of the Literature Review in the Design of an Instructor Training Program

The purpose of the previous section was to review some of the literature which might be considered as related to instructor training programs, since there is no literature directly pertaining to the topic.

The review of the theories behind delinquency demonstrates the many perspectives which can be taken when an instructor thinks about the causal factors of the behavior of a delinquent he/she is working with. One would certainly hope that no instructor held the view that there was something physically or mentally impaired in all the students, for such a belief could have severe effects upon his/her approach in developing relationships. Thus, it would appear desirable for a training program to give instructors an understanding of the various theories on courses of delinquency, so as to ensure that an instructor is not viewing delinquency with such an archaic perspective.

Katkin's (1976) advocacy of the "labeling perspective" can be considered as a call to understand that the youth one is working with is indeed no different than anyone else; except that his run in with the justice system has had serious labeling effects. An instructor who is aware of the vicious circle in which the youth is snared may serve to break this circle by relating to the youth as not an "other", but a "one of us." The other theories stressing the effects of the delinquent's socio/economic environment also can give important insight into understanding a youth's "problems" outside of the whole delinquency scene. A training program which included a review of these theories would assist in enhancing the instructor's perspective of the nature of the individual he/her is working with.

Since it has been shown that group therapy appears to be an effective way of working with delinquents, a primary goal of a wilderness adventure program would (hopefully) be to involve the participant in some forms of group therapy. The most popular form used in institutions at present is GGI. In addition, some material is now becoming available which identifies specific group exercises taken from transactional analysis, gestalt and others which may be especially applicable to the wilderness program. (Nadler, 1976) Literature dealing with the role and style of the leader (instructor) stresses the importance of the leader in being aware of his/her own values, beliefs, patterns, etc. in order to work with values, beliefs of others. Thus, as pointed out earlier, the continual development of instructor's "self-awareness" should be considered as a precursor to effective group work, and therefore should be included as an important component in a training program. Furthermore, in order to effectively employ such techniques as GGI, he/she should be introduced to the nature of these particular group techniques.

Since becoming acquainted with fellow staff members is probably an important goal of any training program; practice by instructors in the use of group techniques with one another is an excellent way of accomplishing this goal, in addition to the aforementioned one.

The section dealing with the wilderness setting as it relates to therapy noted that there are particular characteristics of the wilderness experience which may be conducive to therapy. An instructor who is aware of the ways the setting may be employed in therapy has one more "tool" with which to work. Additionally, learning about the way specific group techniques can be most effectively used in the wilderness setting might do much in improving instructor's performance in working with students. Thus, another important component of a training program would be to provide instructors with an overview of the nature of the wilderness experience, and ways in which to incorporate group techniques within the wilderness setting.

Finally, it was mentioned that many persons associated with the field of wilderness adventure programs for juvenile delinquents have come to realize that an essential aspect of the effective program is to maximize the transferral of the experience to the youth's home environment. Though no literature is available at present which identifies specific techniques which can be used to facilitate this, some form of situation involving ways to maximize the transferral of the experience would be desirable in a training program.

Though rather limited, the literature pertaining to training programs for corrections workers gives some guidelines on how to train instructors working with institutionalized delinquents. Two techniques apparently employed throughout existing training programs are 1) the use of the "discussion group" for conveying and sharing information, and 2) the use of participant observation either on film or in the actual setting. These techniques, though not, as yet, proven empirically to be the most effective modes of training, may be considered as appropriate for the format of an instructor training program. Furthermore, Maloney's (1975) research comparing information giving, feedback and modeling should be considered as a basis to the rationale for using an integration of <u>all three</u> techniques in training instructors.

SKILLS INVENTORY AND EVALUATION PROCEDURE - PROJECT D.A.R.E.

by Gordon Cardwell

One of the major problems for Project D.A.R.E. has been the recruitment of instructors who have the following desirable qualities:

1. An empathy for and an ability to relate to juvenile offenders
2. Experience in outdoor recreation
3. A high level of skills in outdoor adventure activities.

Numerous potential staff members applying for positions possess the desired qualities #1 and #2. Most candidates seem to have a high level of skills; unfortunately, our original application form was somewhat remiss in supplying a suitable measure of outdoor skills level. Too often we found that the skill level which the applicant was indicating on the standard form, in effect, was not as advanced as we were led to believe.

To alleviate this weakness in the recruitment of properly skilled staff, we devised a skills inventory list (copy attached). This tended to discourage all but the suitably skilled applicant. A further evaluative performance chart for skill activities was developed. Our skill evaluation format is included for both kayaking and canoeing (copies attached). After our initial staff training session the applicants are given both a pre-test and post-test in skills activity. This has tended to greatly increase our skills level and has resulted in a continuing pursuit of excellence in the area of related safety by our staff members.

The implementation of our skills inventory list and our skills evaluation charts have overcome one of the major problems confronting the recruitment of quality staff. Hopefully, it may be of some assistance for new programmes who are somewhat concerned regarding the adoption of measures for staff recruitment in the skills area.

Name: _____

Date: _____

Skills Related to Project D.A.R.E.

(Circle the appropriate category or respond accordingly)

1. Assess your canoeing level: Unskilled Skilled Competent Expert

2. State canoe tripping experience:

_____

_____

_____

_____

_____

3. Evaluate your level of orienteering:

No experience Novice Skilled Expert

4. Have you participated in any O.O.A. Meets? Yes No

If yes, state date and location of Meet:

_____

_____

5. Assess your backpacking skill:

Unskilled Skilled Competent Expert

6. State backpacking experience:

_____

_____

_____

_____

7. A) Outward Bound Programme Experience: Yes No

Date: _____

Location: _____

Course Emphasis: _____

b) N.O.L.S. Experience: Yes No

Date: _____

Location: _____

Course Emphasis: _____

8. Assess your winter camping experience: None Poor Fair Good

Number of Nights of Camping: _____

Dates of winter camping: _____

Location: _____

9. Other Seasonal Camping Experience: _____

Spring: _____

_____

_____

Fall: _____

_____

_____

Summer: _____

_____

_____

10. Assess your Whitewater Canoeing Skill: Novice Experienced Expert

11. State River Canoeing Experience (location & time of year)

_____

_____

_____

_____

_____

12. Formal Swimming Qualifications: _____

_____

_____ Expiry Date: _____

If no formal qualifications, please respond:

a) How far can you swim? _____

_____

b) Evaluate your water safety & Life Saving Knowledge:

None Poor Fair Good

13. State your rock climbing experience: _____

_____

_____

_____

_____

_____

14. State your Rock Climbing Instructing Experience: _____

_____

_____

_____

_____

15. Evaluate your Cross Country Skiing ability:

None Beginner Intermediate Advanced Racer/Coach/Instructor

State C.S.A. Tour or Race Experience: _____

_____

_____

_____

Have you ever ski-toured for longer than two days? Yes No

16. Assess your Snowshoeing skills: Inexperienced Poor Fair Good

17. Assess your Sailing Skills: No Experience Novice Intermediate Advanced

Type of Boats sailed: _____

_____

"Big Water" Sailing Experience: _____

_____

18. Evaluate your Kayaking Skill: **Beginner** Intermediate Advanced

Type of Boats paddled and location: _____

_____

_____

19. Knowledge of Wild Edible Plants: **None** **Fair** Good Excellent

20. Knowledge of Initiative Tasks: **None** **Fair** Good Excellent

21. Woodsmanship/ Campcraft Skills: **Poor** **Good** Expert

22. State First Aid qualifications: _____

_____

_____

_____

23. State Residential Camp Experience: _____

_____

_____

_____

_____

24. Have you experienced a "solo": **Yes** **No**

If "Yes", please give details: _____

_____

_____

_____

_____

25. Personal Fitness Level: **Poor** **Fair** Good

Are you Overweight? _____

Have you any physical disabilities? _____

_____

How far can you run? 1 mi. 2 mi. 3 mi. 5 mi.

26. Do you play any musical instruments? Yes No

If yes, please specify: _____

_____

27. Other skills which you possess, which you feel are relevant to a camp setting:

_____

_____

_____

_____

_____

28. How well do you understand group dynamics? _____

_____

_____

_____

_____

Medical Information:

1. Date & nature of last serious illness: _____

_____

2. Any precautions or worries as to health? _____

_____

Describe briefly: _____

_____

3. Do you have any disability which would hinder full participation in a vigorous outdoor programme?

_____

If yes, please specify: _____

_____

4. Are you willing to undergo a medical examination? _____

_____

5. Do you have any allergies or "medical alerts"? Please specify: _____

_____

A MODEL FOR THE EVALUATION OF ENVIRONMENTAL STRESS-CHALLENGE PROGRAMS FOR DELINQUENT YOUTH

By Sarah Andrew

Methodology

The general approach of this model is multivariate in nature. It includes comparing behavioral data with expressed objectives and established standards, and focusing attention on program processes using professional judgement. The various components are designed to cumulatively describe and measure in quantitative and qualitative terms the inputs, operations and outputs of the programs. The specific evaluation components are a Program Profile , a Participant Profile, Pre- and Post-testing and a Recidivism Study.

The Program Profile requires participation in the programs being evaluated. This component provides descriptive analysis aimed at elaborating on the subtleties and details of the program processes including a formal inquiry into the following six general areas utilizing such specific criteria as are listed.

1. Effective understanding and adaptation of the Outward Bound philosophy, methodology and activities as demonstrated by:

    1.1. The small group process in experiential learning.
    1.2. Immediate application of skills in graduated stress-challenge situations.
    1.3. Learning in and from a simple, objective, and immediate, natural environment.
    1.4. Performance-centered guidance approach.
    1.5. A wide range of challenges including such activities as initiative courses, orienteering, rappelling, etc.
    1.6. Challenge appropriately geared to specific population.
    1.7. Flexibility, innovation and creativity rather than dogmatic regimentation.
    1.8. Community involvement and service.
    1.9. Opportunities for progressively greater self-reliance.
    1.10. Activity sequence conducive to evolution of an environmental ethic.

2. Effective educational design of project objectives and evaluation as demonstrated by:

    2.1. Activities which are integrally related to expressed objectives.
    2.2. Objectives which include behavior indicators as well as desired outcomes.
    2.3. Objectives which reflect the special needs of the special needs of the projects' specific populations.
    2.4. Opportunities for successful experiences provided for all participants.
    2.5. Instructor awareness of participant programs or regression.
    2.6. Encouragement and vehicles for individuals to evaluate their own progress ans success.

3. Established operational and emergency procedures as demonstrated by:

   3.1. A comprehensive staff manual including all procedures and related information.
   3.2. Participants' personal and medical data sheets always readily available to immediate supervisors.
   3.3. Standard operational procedures.
   3.4. Expedition and Base Camp Procedures.
   3.5. Appropriate safety rules for all potentially dangerous activities such as climbing, whitewater, solo, etc.
   3.6. Adequate equipment and systems used, especially for climbing, rappelling and belaying.
   3.7. Responsibility and liability are understood and situations requiring direct and indirect supervision are differentiated.
   3.8. Project runaways or drop-outs are not treated as immediate failures.

4. Staff Competency

   4.1. Staff competency in search and rescue.
   4.2. Staff competency in life saving.
   4.3. Staff competency in emergency medical care.
   4.4. Staff technical competency (ropes, knots, etc.)
   4.5. Staff teaching skill (both methods and philosophy).
   4.6. Staff commitment to program objectives and methods.
   4.7. Staff competency in group dynamics.
   4.8. Staff competency in anticipating and preventing emergency situations.
   4.9. Staff competency in adapting to changing situations both external to the group and within it.

5. Administrative Details.

   5.1. Adequate insurance
   5.2. Adequate student evaluation forms
   5.3. Adequate financial records
   5.4. Appropriate application and medical forms.

6. Special project components designed to meet the specific needs of a delinquent and/or pre-delinquent population as demonstrated by:

   6.1. Selection criteria based on documented experience and expressed objectives rather than folklore and anecdotal information.
   6.2. Selection criteria which are well understood by agency professionals.
   6.3. Agency professional staff orientation programs incorporating both experience and philosophy.
   6.4. Student orientation programs which provide an introduction to the experience.
   6.5. A sense of continuity between the follow-up and the stress-challenge component.
   6.6. Opportunity to channel any sense of accomplishment resulting from the experience.
   6.7. Hot-line advocacy and/or crisis intervention.

The Participant Profile, provides a degree of control over extraneous variables and data to facilitate limited generalization of results. This component is a prerequisite to the recidivism component.

1. Classification of participants by relevant types using available demographic data.

2. A control group for the follow-up and recidivism study selected from a stratified sample of delinquent and pre-delinquent non-participants.

3. An experimental group for the follow-up and recidivism study selected from a stratified sample of delinquent and pre-delinquent participants.

4. Demographic data of both the experimental and control groups is statistically analyzed to insure effective stratification by selected independent variables.

Pre-and Post-Testing, incorporates three standardized tests and various statistical treatments, including but not limited to the following applications:

1. Administration of the Jesness Inventory and the Tennessee Self-Concept Scale immediately preceding and immediately following the Environmental Stress-Challenge experience.

2. Utilization of statistical tests to determine significant change between mean scores on pre-test and post-test for each specific scale on both inventories.

3. Computation of correlation coefficients between the Jesness Inventory and the Tennessee Self-Concept Scales to determine what integrating influence the experience might have on the concepts and attitudes of participants.

The Recidivism Study, is a tightly controlled component involving the stratified matched assignment of approximately 50 participants and 50 non-participants to an experimental and a control group respectively. They are stratified according to independent variables defined by available demographic data, including sex, age, race, number and category of offenses, age at first offense, living situation, etc. Recidivism data is collected periodically for nine months after completion of course for experimental groups, and nine months after release from custody following last offense for the control group. Several definitions of recidivism are used and each is treated separately:

1. Criminal acts that result in a reconviction by a court.

2. Technical violation of probation or parole in which a sentencing or paroling authority takes action that results in an adverse change in the offender's legal status.

3. Return to delinquent or socially unacceptable behavior resulting in police contact and/or station adjustment with no immediate change in legal status.

These recidivism data are correlated with relevant demographic classification. The follow-up study similarly collects and analyzes data representing client progress and non-recidivism.

RATIONALE FOR SELECTED METHODOLOGY

The rationale for the selection of a multivariate evaluation design focuses upon the complex nature of the programs being evaluated. These programs are at once educational, recreational and therapeutic. They are adapted from the Outward Bound learning model which is itself very complex. The focus on a special population of delinquent youth also increases the number of variables to be considered. The following discussion of rationales for specific evaluation components roughly parallels the section on Methodology.

The Program Profile fulfills an integral role as one part of the overall evaluation design which includes measurements of project inputs, outputs and operations. Measurements of project inputs include analysis of participants' biographical data and scores on pre-tests of attitude and self-concept. Measurements of project outputs include the analysis of scores on post-tests and recidivism data. Measurements of project operations include the detailed narrative documentation of the project processes by experts in the field. This narrative includes quantitative as well as qualitative documentations. The principal advantages of this total design are that observed relationships between project operations and project outputs can be evaluated relative to project inputs, and that changes in delinquent participants of the project can be compared with changes in non-participating delinquents. This is facilitated by the use of validated tests and matched stratified sampling techniques.

The Participant Profile component and the Recidivism Study are primarily designed to determine whether individual project "successes," as defined by non-recidivism, are due to the project experience or to extraneous variables. This is more valuable information than unprocessed percentages of offenders and non-offenders. Several definitions of recidivism are being utilized (see Recidivism Study)to cover a broad range of delinquent participants, while also providing uniform standards of measurement for external review and comparison. The three main considerations in developing recidivism statistics should be adhered to. These three factors, as stated in the National Advisory Commission on Criminal Justice Standards and Goals, are: "the nature of events to be counted, categorization of the behaviors and degrees of seriousness to be included, and duration of the follow-up period." These performance measurements are critical to an evaluation.

The Pre-and Post-Testing component utilizes non-projective personality inventories to assess change in attitude and self-concept as a result of participation in the programs being evaluated. Due to the short duration of the programs and the large number of participants it is considered that clinical judgement based on personal interviews and projective tests would not be as useful as these non-projective tests. Participants are administered tests immediately before and after their experience to ascertain: (1) if attitudinal change had occurred: (2) the direction of change: and (3) the validity of the tests as predictors of success.

The following criteria were used in selecting the tests:

1. Previously developed and proven reasonably valid and reliable.
2. Simple language and format.
3. Relatively unobtrusive with a short testing time.
4. Relevant personality description and classification of both delinquents and pre-delinquents.
5. Scales which measured attitude and self-concept changes relevant to the expressed objectives.
6. Valid measures sensitive to change occurring over short time spans.
7. High test/re-test reliability (since a matched stratified sample of non-participants for control testing might not be readily or economically available).

As no one test was found which fulfilled all these criteria, the three mentioned above were chosen. These three tests, as a whole, seem to satisfy all criteria. The pre-test, post-test design will provide data which will substantiate any causal relationship between individual successes and project experiences. A universally understood statistical treatment, such as the t-test should be used.

EVALUATION CRITERIA

The following criteria have been established to assess a program's effectiveness in improving self-concept, and in reducing the probability of further contact with police due to delinquent behavior.

1. Positive attitudinal growth as demonstrated by significant and positive differences between the pre-and post-test individual mean scores on the personality scales of the Jesness Inventory.

2. Improved self-concept as demonstrated by significant and positive difference between the pre-and post-test individual mean scores on the Tennessee Self-Concept Scales.

3. Significant reduction of anxiety, hostility, social alienation and personal disorganization as measured by the Gottschalk-Gleser content. Analysis Scales among a randomized sample of participants.

4. Reduction of the probability of further contact with police due to delinquent behavior as demonstrated by significant differences between the pre- and post-individual mean scores on the Associalization Scale of the Jesness Inventory.

5. Reduction of the probability of further contact with police due to delinquent behavior as demonstrated by significant differences between the recidivism statistics of the experimental group and those of the control group.

The Role of the Wilderness Experience
in the Treatment of Youthful Offenders

PARTICIPANTS LISTING

ADOLESCENT DRUG TREATMENT PROGRAM	Missouri State Hospital Ward B4 5400 Arsenal St. Louis, MO 63139	Ted Hooper
AUNT MARTHA'S	3034 Western Park Forest, IL 60466	Bernadette Maune John Munger
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ENCOUNTER FOUR	Butler County Community College Butler, PA 16046	Benjy Simpson Nelson Chase
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LACASA PROGRAM	Department of Corrections Adobe Mountain School P.O. Box 9850 Phoenix, AS 85068	Bill Ressler

MICHIGAN EXPEDITIONS	Box 424 Ludington, MI 49431	John Castle Marge Daugherty Doug McDonald
OPERATION BREAKOUT	Darrow Hall Box 550 Cedar Hill, MO 63106	Mike Mobley Brother Pius Brother Peter
OSAGE EXPEDITIONS	Intermediate Reformatory P.O. Box 538 Jefferson City, MO 65101	Paul D. Caspari William Rotts
PEAK EXPERIENCE	YMCA 2232 S. Grand Ave. St. Louis, MO. 63101	Larry Dashiell
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